DOCUMENT RESUME

ED 141 896 EA 009 706

AUTHOR Banach, William J.; Barkelew, Ann H.
TITLE The Banach-Barkelew Brainstorming Book.
INSTITUTION Synergy Group, Inc., Utica, Mich.
PUB DATE 76
NOTE 44p.
AVAILABLE FROM The Synergy Group, Inc., 53938 Sunderland, Utica, Michigan 48087 ($2.95, quantity discounts; Orders under $10 must be prepaid, orders over $10 must be prepaid unless submitted on an authorized purchase order)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Personnel; *Communication (Thought Transfer); Elementary Secondary Education; Guidelines; *Information Dissemination; *Organizational Communication; *Public Relations; *School Community Relationship
IDENTIFIERS *Brainstorming

ABSTRACT

After an initial discussion of public relations in the schools, this booklet moves on to examine methods for identifying publics to focus a public relations program on, to list 120 low- or no-cost ideas to use in improving the school's public relations program in five minutes a day, and to outline a process that involves groups of school employees in brainstorming sessions on school public relations. (IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED141896

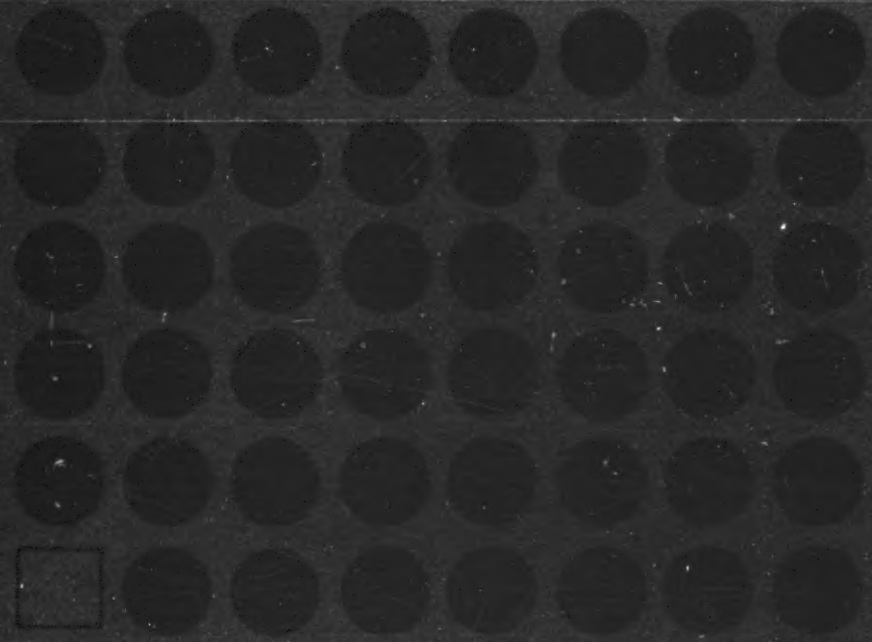
U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

W. Banach

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.



The Banach-Barkelew Brainstorming Book

EA 8 07 203

before beginning

IT'S A LONG WAY FROM AN IDEA TO A BOOK, AND WE'D LIKE TO PAUSE IN A SILENT SALUTE TO THOSE WHO CONTRIBUTED THEIR IDEAS, CRITICISM AND SUPPORT. OUR SINCEREST NODS GO PARTICULARLY TO WALT BENTON AND RICHARD LANGE OF THE MICHIGAN EDUCATION ASSOCIATION, RICHARD MUELLER OF THE MACOMB INTERMEDIATE SCHOOL DISTRICT AND VIRGINIA ROSS OF THE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION.

ALLOW US, PLEASE, TO ALSO THANK THE EDUCATORS ACROSS THE UNITED STATES WHO SHARED AN IDEA OR GENERATED A SPARK.

WE WISH TO DEDICATE OUR HUMBLE EFFORT TO ROY K. WILSON, FORMER EXECUTIVE DIRECTOR OF THE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION. ROY SERVED THE ASSOCIATION FOR 25 YEARS PRIOR TO HIS RETIREMENT IN 1976, AND DID AS MUCH AS ANYONE TO ADVANCE THE CAUSE OF EDUCATION THROUGH RESPONSIBLE COMMUNICATION.

WILLIAM J. BANACH

ANN BARKELEW

SINGLE COPIES $2.95 POSTAGE PAID. MICHIGAN RESIDENTS ADD 4%. (10-50 COPIES, $2.50; 51 OR MORE COPIES, $2.25. POSTAGE PAID)

ALL ORDERS UNDER $10 MUST BE ACCOMPANIED BY PAYMENT. ORDERS OVER $10 MUST BE SENT WITH PAYMENT UNLESS SUBMITTED ON AN AUTHORIZED PURCHASE ORDER.

THE BANACH-BARKELEW BRAINSTORMING BOOK, © COPYRIGHT 1976, WILLIAM J. BANACH, THE SYNERGY GROUP, INC., 53938 SUNDERLAND, UTICA, MI 48087. SECOND PRINTING. ALL RIGHTS RESERVED. NO PORTION OF THIS BOOK MAY BE COPIED OR REPRODUCED WITHOUT PREVIOUS WRITTEN PERMISSION FROM THE SYNERGY GROUP, INC.

HAVE TOOTH ENVELOPES FOR SENDING HOME THE TEETH THAT FINALLY COME OUT AT SCHOOL. INCLUDE A NOTE FROM THE TEACHER. THESE ARE TENDER MOMENTS PARENTS DON'T WANT TO MISS.

THINK ABOUT YOUR PARENT-TEACHER CONFERENCES. ASK YOURSELF, 'IF I WERE A PARENT, WOULD I FEEL COMFORTABLE HERE?'

TURN PEOPLE ON -- BY BEING ENTHUSIASTIC YOURSELF. SHOW PEOPLE YOU ARE GENUINELY INTERESTED IN WHAT THEY ARE DOING.

ORGANIZE AN ALL-SCHOOL BRAINSTORMING DAY TO GET SEVERAL HUNDRED WORKABLE COMMUNICATION IDEAS -- UNIQUELY APPROPRIATE TO YOUR SCHOOL.

IDEAS LIKE THESE REPRESENT THE 'WHY' BEHIND THE BANACH-BARKELEW BRAINSTORMING BOOK. IT'S DESIGNED TO HELP YOU THINK ABOUT AND IMPROVE YOUR PUBLIC RELATIONS... AND WHAT PEOPLE THINK ABOUT YOUR SCHOOL. IT WILL HELP YOU IDENTIFY ALL THE GOOD PR THINGS YOU'RE DOING NOW. AND IT WILL HELP YOU WEED OUT THE NEGATIVE ACTIVITIES USUALLY ATTRIBUTED TO 'OTHER PEOPLE.'

THE BOOK IS ONLY A CRUTCH. IT WILL BE AS GOOD (OR BAD) AS YOU ARE. AND ALTHOUGH IT'S DESIGNED TO BE USED INDIVIDUALLY, IT WILL HELP YOU BE EVEN MORE EFFECTIVE IF YOU WORK ON IT WITH A COLLEAGUE...OR SEVERAL COLLEAGUES.

TWO THINGS ARE NEEDED TO GET THE MOST FROM WHAT FOLLOWS: LIBERAL QUANTITIES OF IMAGINATION AND A PENCIL.

THE MORE YOU TAKE OUR IDEAS AND CHANGE THEM TO YOUR'S, THE MORE EFFECTIVE YOU'LL BE. THE MORE YOU WRITE IN THIS BOOK, THE MORE YOU'LL GET FROM IT. SO MAKE MARGINAL NOTES, CROSS OUT THINGS YOU DISAGREE WITH AND ADD THOUGHTS ABOUT COMMUNICATION THAT COME TO MIND AS YOU THUMB THROUGH THE PAGES.

what is public relations, anyway?

POSITIVELY SPEAKING, IT'S A TWO-WAY, PLANNED, REGULAR PROGRAM OF BUILDING BETTER UNDERSTANDING BETWEEN SCHOOLS AND THE PEOPLE THEY SERVE.

IT IS PUTTING TOGETHER THE GOOD THINGS YOU ARE ALREADY DOING AND PERHAPS ADDING A FEW MORE. IT IS COMMON SENSE ORGANIZED. IT IS BEING CONSIDERATE OF OTHERS. IT IS RECOGNIZING THAT LISTENING IS MORE IMPORTANT THAN TELLING. IT IS CARING ABOUT PEOPLE.

why do we need pr?

BECAUSE THE PUBLIC SUPPORTS THINGS THEY UNDERSTAND... OR THINK THEY UNDERSTAND. WITHOUT THE UNDERSTANDING COMMUNICATION GENERATES, SCHOOLS AND SCHOOL PEOPLE DON'T GET THE BACKING THEY NEED TO PROVIDE NECESSARY EDUCATIONAL PROGRAMS.

what kind of job have we been doing?

NOT A VERY GOOD JOB. THE POLLS ARE CONVINCING...AND DEPRESSING. CONFIDENCE IN EDUCATION IS ON THE DECLINE. TEACHER IMAGES ARE AT AN ALL TIME LOW. AND ADMINISTRATORS AND BOARDS OF EDUCATION ARE HAVING DIFFICULT TIMES MUSTERING SUPPORT FOR VITAL PROGRAMS AND SERVICES.

EVERYONE HAS SEEN EXAMPLES OF 'BAD PR'...FOR INSTANCE:

-- IN THE SOUTHWEST A BOARD OF EDUCATION REFUSES TO CHANGE A HIGH SCHOOL STUDENT'S SCHEDULE SO SHE CAN BE WITH HER CRITICALLY ILL FATHER IN THE HOSPITAL.

-- IN THE MIDWEST A WORRIED MOTHER CALLS THE SCHOOL. THE BUILDING PRINCIPAL TELLS HER THAT HE DOESN'T KNOW WHY HER DAUGHTER HASN'T COME HOME FROM SCHOOL...AND HANGS UP THE PHONE.

-- IN AN EASTERN SCHOOL DISTRICT A DIRECTOR OF INSTRUCTION TELLS THE TEACHING STAFF THAT THE PURPOSE OF THE YEAR'S FIRST PARENT-TEACHER CONFERENCE IS '...TO PROVIDE A FORUM IN WHICH THE TEACHER CAN <u>INTERROGATE</u> THE PARENT...'

-- ON THE WEST COAST A SCHOOL SECRETARY WON'T ALLOW A JUNIOR HIGH GIRL TO USE A SCHOOL PHONE TO CALL HOME FOR A RIDE... AND, IN EFFECT, FORCES HER TO WALK THROUGH A DANGEROUS NEIGHBORHOOD.

-- IN THE SOUTH, A SUPERINTENDENT CONVINCES THE BOARD OF EDUCATION TO 'SALVAGE THE BUDGET' BY ELIMINATING BUS SERVICE, AND SURPRISES PARENTS BY DISCONTINUING SERVICE THE MORNING AFTER THE BOARD OF EDUCATION MEETING.

-- IN THE NORTH A PARENT CALLS THE SCHOOL DURING LUNCH HOUR. A CUSTODIAN ANSWERS THE PHONE AFTER SEVERAL RINGS AND SAYS: 'THERE'S NOBODY HERE--IT'S LUNCH HOUR'...AND HANGS UP.

-- IN THE FAR WEST A GROUP OF TEACHERS DECIDES NOT TO ATTEND THE OPEN HOUSE '... BECAUSE THE CONTRACT DOESN'T CALL FOR IT.'

TRUE STORIES OF BAD PUBLIC RELATIONS. ALL OF THEM. AND IF YOU WANT MORE, JUST LOOK AROUND.

BUT GOOD THINGS ARE HAPPENING TOO. (A LIST OF IDEAS FOR BETTER PUBLIC RELATIONS APPEARS LATER.) AND THAT'S THE PURPOSE OF THIS BOOKLET: TO HELP YOU BRAINSTORM MORE GOOD PR IDEAS...AND TO HELP YOU GET MORE MILEAGE FROM THE GOOD THINGS YOU ARE ALREADY DOING.

now, some basics...

PUBLIC RELATIONS IS A PROCESS. IT HAS FOUR COMPONENTS: ANALYZING, PLANNING, COMMUNICATING AND EVALUATING.

ALTHOUGH THE PROCESS APPEARS TRITE, IT WORKS. IN FACT, DISREGARD FOR THIS SIMPLE PROCESS IS THE MAIN REASON MANY EDUCATIONAL COMMUNICATION PROGRAMS FAIL.

ANALYSIS IS, BY FAR, THE MOST IMPORTANT COMPONENT OF THE PROCESS. IT MEANS LISTENING...OR FEEDBACK. IT IS THE FREQUENTLY NEGLECTED FIRST PART OF WHAT WE ALL REFER TO AS TWO-WAY COMMUNICATION.

WITHOUT CONSIDERING THINGS LIKE WHAT PEOPLE KNOW... AND WHAT THEY WANT TO KNOW...AND WHAT THEY NEED TO KNOW... WITHOUT LISTENING, COMMUNICATION CAN ONLY BE HAPHAZARD AND MARGINALLY EFFECTIVE.

THINK OF THE COMMUNICATION TAKING PLACE IN YOUR SCHOOL. HOW MUCH OF IT IS SENDING NEWSLETTERS, OR TELLING PEOPLE ABOUT SOMETHING OR POSTING NOTICES? IF YOUR SCHOOL IS LIKE MOST, YOU'RE SPENDING FAR TOO MUCH TIME ON THE SECOND PART OF TWO-WAY COMMUNICATION--THE SENDING OF MESSAGES--AND NEED TO THINK ABOUT ADDING BALANCE TO YOUR PROGRAM THROUGH LISTENING.

what do people know about their schools?

IN TWO WORDS, NOT MUCH. THE POLLS CONDUCTED OVER THE YEARS SHOW THAT THE PUBLIC HAS A GREAT DEAL OF QUANTITATIVE INFORMATION ABOUT THE SCHOOLS--INFORMATION LIKE WHEN THE SCHOOL BUS ARRIVES, WHEN THE SCHOOL DAY STARTS, THE COST OF HOT LUNCH, SCHOOL VACATION DATES AND THE LIKE.

BUT THE PUBLIC DOESN'T KNOW MUCH ABOUT WHAT IS REALLY HAPPENING IN THE SCHOOLS. THEY'RE NOT TUNED IN TO WHAT WE ARE TEACHING CHILDREN AND WHY. IN FACT, ONE POLLSTER FOUND THAT MANY PARENTS COULDN'T EVEN NAME THEIR CHILD'S TEACHER.

So, although our publics are being subjected to increasing quantities of information, their 'qualitative information index' remains quite low. Most people simply don't understand all the good things we are doing and how effective we really are.

where do people get their information?

From people, largely. Again and again, the researchers find that kids represent the number one source of information for parents. Next on the list of information sources is a category which includes school employees...and the public doesn't discriminate between secretaries, principals, teachers, custodians or school board members. If you work in a school, the public feels you ought to know what's going on. And they accept what you have to say as fact.

Of course, newspapers and school publications are also listed by the public as sources of information about schools. But, overall, it's the people factor that makes the difference in what 'outsiders' think about a school.

what do people want to know?

Answers to this question usually revolve around the first person. The most frequent response from parents is 'How is <u>my</u> child doing?'

PARENTS WANT TO BE ASSURED THAT THEIR CHILD IS GETTING ALONG, AND, IF NOT, WHAT THEY CAN DO TO HELP.

PARENTS ARE ALSO VERY INTERESTED IN WHAT THEIR CHILD IS BEING TAUGHT...AND HOW. THEY WANT TO KNOW WHAT SPECIAL SERVICES ARE AVAILABLE TO THEIR CHILD--PEOPLE AND THINGS THAT WILL HELP THEIR YOUNGSTER GET A BETTER EDUCATION. AND PARENTS WANT TO KNOW ABOUT SCHOOL RULES.

INTERESTINGLY, COST FALLS NEAR THE BOTTOM ON MOST PARENTS' 'WANT TO KNOW' LISTS.

NON-PARENTS--THOSE WITHOUT YOUNGSTERS IN SCHOOL--HAVE A SLIGHTLY DIFFERENT INFORMATIONAL PRIORITY. BUT, CONTRARY TO WHAT MOST SCHOOL PEOPLE BELIEVE, COST USUALLY IS NOT AT THE TOP OF THE LIST.

NON-PARENTS ARE INTERESTED IN SCHOOL POLICIES AND RULES...AND THEY WANT TO KNOW ABOUT THE SCHOOL CURRICULUM--WHAT EDUCATORS ARE TEACHING, HOW, AND WHY.

IN SUMMARY, PEOPLE--BOTH PARENTS AND NON-PARENTS--ARE INTERESTED IN SCHOOL INFORMATION THAT WE AREN'T PROVIDING ON A REGULAR BASIS. THEY ARE INTERESTED IN KIDS AND HOW AND WHAT THEY ARE DOING. THEY ARE INTERESTED IN THINGS THAT SCHOOL PEOPLE OUGHT TO BE TELLING THEM.

how should an educator begin?

HERE'S THE POINT WHERE YOU BEGIN PUTTING THE BRAINSTORMING BOOK TO USE. WHETHER YOU USE THE MATERIAL ON THE FOLLOWING PAGES BY YOURSELF OR IN CONJUNCTION WITH A FEW COLLEAGUES OR WITH YOUR ENTIRE SCHOOL STAFF DOESN'T MATTER. THE BASIC PROCEDURES ARE THE SAME.

what to do

FIRST, WE RECOMMEND YOU IDENTIFY THE VARIOUS PUBLICS YOU OR YOUR COLLEAGUES OR YOUR ENTIRE STAFF COULD COMMUNICATE WITH--GROUPS LIKE BUSINESSMEN AND PARENTS AND NON-PARENTS AND STUDENTS AND CLERGY AND SPECIAL INTEREST GROUPS AND LOCAL GOVERNMENT OFFICIALS AND PUBLIC SERVICE PEOPLE AND UNION MEMBERS AND SO FORTH.

REMEMBER THAT THE PUBLIC HAS SPLIT INTO SEGMENTS OR GROUPS OR 'PUBLICS.' AND WHAT INTERESTS ONE PUBLIC MAY NOT INTEREST ANOTHER. ELEMENTARY PARENTS, FOR EXAMPLE, DON'T

how to do it

USE THE 'HERE'S WHO'S OUT THERE' FORM ON PAGE 11 TO LIST AS MANY PUBLICS AS YOU CAN. SPEND SOME TIME ON THE ASSIGNMENT. A TYPICAL SCHOOL STAFF SHOULD BE ABLE TO LIST 40-50 EASILY.

WANT THE SAME TYPES OF SCHOOL INFORMATION AS SENIOR CITIZENS... AND STAFF MEMBERS HAVE INFORMATIONAL NEEDS ENTIRELY DIFFERENT FROM STUDENTS.

NEXT, WE RECOMMEND YOU LOOK AT THE LIST OF PUBLICS YOU'VE DEVELOPED AND PICK THE TOP FOUR--THE MOST IMPORTANT PUBLICS YOU OR YOUR SCHOOL COULD COMMUNICATE WITH.

WRITE YOUR TOP FOUR PUBLICS AT THE TOP OF THE COLUMNS ON 'THE BRAINSTORM FORM' ON PAGE 12.

NOW TAKE A LOOK AT WHAT YOU ARE DOING TO COMMUNICATE WITH THESE PRIORITY PUBLICS, AND HONESTLY EVALUATE THE IMPACT YOU ARE HAVING... AND THE UNDERSTANDING OF EDUCATION YOU ARE HELPING TO CREATE. (THIS IS THE POINT WHERE YOU THINK ABOUT IMPROVING THOSE ACTIVITIES YOU CAN AND ELIMINATING (FINALLY!) THOSE THAT HAVEN'T WORKED FOR YEARS.)

TURN TO PAGE 13. THE 'PR INVENTORY' FORM WILL HELP YOU EVALUATE WHAT YOU ARE DOING NOW TO COMMUNICATE WITH YOUR PRIORITY PUBLICS. MATCH YOUR PRIORITY PUBLICS AGAINST YOUR ACTIVITIES. THE BLACKENED BOXES WILL PROFILE YOUR IMPACT.

NOW IT'S TIME FOR SOME NEW APPROACHES--TIME TO SEE IF THERE AREN'T SOME BETTER IDEAS FOR COMMUNICATING WITH YOUR PRIORITY PUBLICS. THIS IS THE TIME TO MUSTER SOME SUPPORT AND DO SOME BRAINSTORMING. THE IDEA IS TO GENERATE AS MANY IDEAS AS YOU CAN FOR EACH PRIORITY PUBLIC.

FIRST, READ THE 'BRAINSTORMING: FOR CAN-DO THINKERS' MATERIAL IN THE BACK OF THE BOOK. WHETHER YOU ARE GOING TO BRAINSTORM WITH A FEW COLLEAGUES OR WITH EVERYBODY IN THE DISTRICT, YOU'LL NEED THIS INFORMATION.
THEN GO BACK TO 'THE BRAINSTORM FORM' ON PAGE 12. SPEND FIVE MINUTES BRAINSTORMING IDEAS FOR IMPROVING COMMUNICATION WITH <u>EACH</u> PUBLIC.

AND, FINALLY...IT'S TIME TO BUILD A 'FIVE-MINUTE-A-DAY PR PLAN...FOR YOURSELF, YOUR SCHOOL OR YOUR SCHOOL DISTRICT.

FIRST, LOOK OVER THE LIST OF PR IDEAS WE'VE PROVIDED. (THERE ARE OVER 100 IDEAS IN THE SECTION TITLED 'MORE PR IDEAS' ON PAGE 14.)

THEN TURN TO PAGE 23 AND WORK YOUR WAY TO PAGE 28. INSTRUCTIONS ARE PROVIDED EVERY STEP OF THE WAY.

Here's Who's Out There

WHO COULD YOU (OR YOUR SCHOOL OR DISTRICT STAFF) COMMUNICATE WITH? LIST AS MANY PUBLICS AS YOU CAN:

The Brainstorm Form

PUBLIC # 1	PUBLIC # 2	PUBLIC # 3	PUBLIC # 4

My PR Inventory

LIST BELOW THE PR THINGS
YOU ARE DOING NOW.

TO THE RIGHT ARE SOME PUBLICS TYPICALLY AFFECTED BY OR INVOLVED IN PR ACTIVITIES. YOU CAN ADD OTHERS.

PUT AN X IN THE BOX OF THE TWO PUBLICS MOST AFFECTED BY OR INVOLVED IN EACH OF YOUR PR ACTIVITIES.

STAFF
STUDENTS
PARENTS

More PR Ideas

1. HOLD MONTHLY INFORMAL 'YAP SESSIONS' INVOLVING PRINCIPAL AND STAFF, PRINCIPAL AND STUDENTS. OPEN THE STAFF ROOM AND PLAN TO DRINK LOTS OF COFFEE, SHARE LOTS OF INFORMATION AND DO LOTS OF LISTENING TO CONCERNS WHILE BUILDING GOOD WILL AND FEELINGS OF UNITY.

2. INVITE SPECIAL LUNCHEON GUESTS FROM THE COMMUNITY TO UPDATE THEM ON PROGRAMS AND SOLICIT SUGGESTIONS.

3. HAVE MINI-TOURS FOR SPECIAL GROUPS, INCLUDING BUSINESSMEN, SENIOR CITIZENS, NON-PARENTS AND TEACHERS FROM FEEDER SCHOOLS.

4. SET UP A WELCOME WAGON FOR YOUR SCHOOL. USE RETIRED TEACHERS, PARENTS AND/OR STUDENTS AS YOUR SCHOOL'S AMBASSADORS.

5. PUT COURSE IN PUBLIC EDUCATION IN YOUR SCHOOL'S CURRICULUM FOR A DAY OR A QUARTER.

6. RECOGNIZE SCHOOL EMPLOYEES FOR SERVICE TO THE SCHOOLS AND TO THE COMMUNITY.

7. ANSWER QUESTIONS IN STUDENT NEWSPAPERS; DO REGULAR COLUMNS.

8. HELP MAKE YOUR DAILY STAFF BULLETIN PROVOCATIVE. LET IT HELP SET THE TONE FOR THE DAY. IF BULLETINS ARE ONLY BEING USED AS VEHICLES TO GET ANNOUNCEMENTS OUT, WORK TO BAN THEM.

9. SURVEY SWITCHBOARD QUERIES AND QUESTIONS ASKED OF SCHOOL PERSONNEL. THOSE ARE AMONG THE QUESTIONS THAT NEED ANSWERING IN MEETINGS, NEWSLETTERS, ETC.

10. USE THE GRAPEVINE NETWORK. NOTHING IS MORE POWERFUL. NOTHING GETS THE WORD OUT FASTER.

11. SET UP A LISTENERS' BUREAU IN YOUR COMMUNITY. SUGGEST MEMBERS ADVERTISE THEIR TELEPHONE NUMBERS. LET THEM KNOW THAT YOU REALLY WANT TO KNOW WHAT IS BEING SAID. AND, BE SURE TO LET THEM KNOW WHEN YOU HAVE FOLLOWED UP ON CONCERNS THEY HAVE SHARED WITH YOU.

12. SURVEY AFTER PARENT-TEACHER CONFERENCES. ASK HOW EFFECTIVE YOUR CONFERENCES ARE AND WHAT ADDITIONAL KINDS OF INFORMATION PARENTS WANT ABOUT YOUR SCHOOL. THE RESPONSES WILL HELP YOU IDENTIFY COMMUNICATION NEEDS.

13. TRY NEIGHBORHOOD COFFEES - LONG BEFORE THE SCHOOL ELECTION CAMPAIGN.

14. HAVE A 'PRESS PREVIEW' AT THE BEGINNING OF THE SCHOOL YEAR. INVITE THE MEDIA PEOPLE WHO COVER YOUR DISTRICT IN FOR COFFEE AND A QUICK LOOK AT WHAT THIS YEAR WILL BE LIKE IN YOUR SCHOOL - NEW PEOPLE, NEW PROGRAMS, NEW DIRECTIONS, NEW POLICIES, ETC.

15. LET STAFF MEMBERS KNOW OF DISTRICT CONCERNS - ON A REGULAR BASIS. STAFF SHOULDN'T LEARN ABOUT THINGS 'SECOND HAND.'

16. HAVE A MONTHLY BIRTHDAY CALENDAR POSTED IN THE HALLWAY - WITH EVERYONE'S BIRTHDAY ON IT. BE SURE TO ADD NEW STUDENTS WHEN THEY ARRIVE.

17. PUT A SLIDE SHOW ABOUT YOUR SCHOOL IN A SUITCASE - FOR HOMES, SERVICE CLUBS, REALTORS.

18. HAVE NEWS CONFERENCES FOR STUDENT PAPERS.

19. SEND LETTERS - NOT FORM LETTERS - TO STAFF DURING SUMMER VACATION. LET THEM KNOW HOW IMPORTANT YOU THINK THEY ARE.

20. BE VISIBLE IN THE MORNINGS. TRY TALKING WITH EACH STAFF MEMBER EACH DAY - EVEN IF IT'S JUST A WARM 'HELLO.'

21. HOLD BRIEFING SESSIONS WITH BARTENDERS, BARBERS, BEAUTICIANS AND MAILMEN - THE REAL OPINION MAKERS! (TALK IS PART OF THEIR TRADEMARK.) GIVE THEM SOME SOLID INFORMATION ABOUT YOUR SCHOOL AND EXPERIENCE THE ENJOYMENT OF BEING TALKED ABOUT POSITIVELY IN THEIR PLACES OF BUSINESS. (THEY MIGHT EVEN BE WILLING TO GIVE YOU SPACE FOR STUDENT DISPLAYS.)

22. INVITE REPRESENTATIVE GROUPS OF PARENTS TO HAVE EARLY MORNING BREAKFAST AT YOUR SCHOOL. SOLICIT THEIR CONCERNS AND SUGGESTIONS FOR IMPROVING 'THINGS.'

23. HOLD BRIEF SEMINARS WITH REALTORS AND REAL ESTATE SALESPERSONS. PROVIDE THEM WITH A FACT SHEET ON YOUR SCHOOL. INVITE THEM IN. THEY'LL HELP YOU GET TO NEW RESIDENTS FIRST.

24. FORM STUDENT ADVISORY COMMITTEES TO STUDY PROBLEMS AND MAKE RECOMMENDATIONS.

25. HAVE AN INFORMATION BROCHURE ON YOUR SCHOOL - FOR VISITORS, FOR PARENTS TO SEND TO GRANDPARENTS, FOR GRADUATES TO HAVE AS KEEPSAKES.

26. SEND THANK-YOU NOTES TO COLLEAGUES AND STUDENTS WHO GO BEYOND THE CALL OF DUTY...OR FOR THE GOOD WORK THEY DO CONSISTENTLY.

27. PUBLISH A STAFF-ORIENTED STAFF NEWSLETTER ON A REGULAR BASIS. PUT SOMETHING EDUCATIONAL IN IT.

28. EAT WITH STUDENTS IN THEIR LUNCH AREAS.

29. GET TO KNOW THE CAFETERIA STAFF. THEY REACH SEGMENTS OF THE COMMUNITY OTHERS WILL NEVER REACH. HELP THEM UNDERSTAND WHAT YOU'RE DOING SO THEY CAN TELL OTHERS.

30. SURVEY CITIZENS TO LEARN THEIR THOUGHTS ABOUT YOUR SCHOOL...REGULARLY.

31. INVITE CITIZENS INTO YOUR SCHOOL TO OBSERVE PROGRAMS.

32. CONDUCT GENERAL TOURS OF YOUR SCHOOL PERIODICALLY. HAVE AN OPEN HOUSE THE SUNDAY BEFORE VACATION STARTS. THE CLERGY CAN HELP YOU ANNOUNCE IT.

33. SEND BIRTHDAY AND OTHER APPROPRIATE CARDS TO COLLEAGUES. (DON'T LEAVE THE JOB UP TO THE STAFF HOSPITALITY COMMITTEE.)

34. SET UP A BULLETIN BOARD AND POST LAUDATORY MATERIALS AND ARTICLES.

35. HAVE ADMINISTRATORS TEACH A CLASS OCCASIONALLY...AND HAVE TEACHERS SWITCH CLASSES WITH COLLEAGUES A COUPLE TIMES EACH YEAR.

36. MEET WITH EACH STAFF MEMBER INFORMALLY AT LEAST ONCE A SEMESTER, WHETHER YOU THINK IT'S NEEDED OR NOT.

37. HAVE A SLIDE SHOW ON EACH NEW PROGRAM, AND MAKE IT AVAILABLE.

38. PLACE SUGGESTION BOXES AROUND AND LET IT BE KNOWN SUGGESTIONS ARE READ. (YOU MAY HAVE TO 'PRIME THE PUMP' WITH A FEW OF YOUR OWN SUGGESTIONS.) WHEN PEOPLE KNOW YOU'RE LISTENING, THEY'LL CONTRIBUTE.

39. INVITE CITIZENS AND STUDENTS TO PARTICIPATE IN TEACHER INSERVICE PROGRAMS.

40. HAVE A STAFF TOASTMASTERS CLUB. GET SOME PRACTICE AND THEN SET UP YOUR VERY OWN SPEAKER'S BUREAU. MAKE IT AVAILABLE TO CLASSES IN YOUR SCHOOL, OTHER SCHOOLS AND TO CLUBS AND ORGANIZATIONS.

41. AVOID EDUCATIONAL JARGON IN WRITING AND SPEAKING. ENOUGH SAID?

42. BE ACCESSIBLE TO STUDENTS AND PARENTS TO DISCUSS PROBLEMS, GRIPES OR SUGGESTIONS.

43. TURN PEOPLE ON. SHOW YOU ARE GENUINELY INTERESTED IN WHAT THEY ARE DOING. EXUDE ENTHUSIASM!

44. HAVE A COMMUNICATION ADVISORY COMMITTEE AND MAKE IT AN ACTIVE ONE.

45. HOLD DEMONSTRATION CLASSES FOR PARENTS AND OTHER CITIZENS.

46. SWITCH CLASSES WITH A NEARBY PAROCHIAL SCHOOL TEACHER/ ADMINISTRATOR ONCE A YEAR...OR SUBSTITUTE IN A 'COMPARABLE' DISTRICT (NOT PRE-ARRANGED). THEN, TAKE A REALISTIC LOOK AT HOW YOU TREAT SUBSTITUTE STAFF MEMBERS AT YOUR SCHOOL.

47. ASSIST STUDENTS IN A STUDY OF HOW THE SCHOOL BOARD FUNCTIONS.

48. ATTEND A FEW BOARD MEETINGS.

49. FORM AN INNOVATIVE IDEAS COUNCIL OF TEACHERS AND ADMINISTRATORS...JUST TO BRAINSTORM.

50. DO SOMETHING ABOUT PR TRAINING IN YOUR DISTRICT.

51. HELP CREATE THE KIND OF ENVIRONMENT WHERE PEOPLE FEEL COMFORTABLE CALLING YOU AND OTHERS BY THEIR FIRST NAMES.

52. KNOW THE IMPORTANCE OF BODY TALK.

53. BE A LISTENER.

54. USE THE SCHOOL BOARD MEETING AS A COMMUNICATIONS VEHICLE. OFFER A DISPLAY OF STUDENT WORK FROM YOUR SCHOOL...A SMALL PERFORMING GROUP...OR AN INSTRUCTIONAL ACTIVITY.

55. HAVE A CLEAR UNDERSTANDING ABOUT WHO IS RESPONSIBLE FOR WHAT, AND MAKE IT KNOWN TO ALL.

56. TRY RUMOR MILL SHEETS...QUESTION AND ANSWER CARDS... OR IDEA CARDS TO GET COMMUNITY INPUT.

57. HAVE A RUMOR CONTROL CLEARINGHOUSE.

58. HAVE A 'DROP IN' ROOM WHERE TEACHERS ARE AVAILABLE TO TALK ON AN INFORMAL BASIS WITH STUDENTS.

59. HAVE A TELEPHONE FOR STUDENTS...FINANCED BY STUDENT BODY FUNDS.

60. KEEP THOSE OUTDOOR BULLETIN BOARDS FILLED AND INTERESTING. (EVEN IF THEY HAVE TO SAY: 'SCHOOL IS OPEN.')

61. PUT UP A MARQUEE AT ELEMENTARY SCHOOLS TO ADVERTISE UPCOMING CLASSROOM EVENTS.

62. MAKE STAFF MEETINGS FOR <u>ALL STAFF</u>.

63. SCHEDULE STUDENT ART DISPLAYS FOR PLACES 'DOWNTOWN.'

64. REVERSE ROLES WITH STUDENTS OCCASIONALLY.

65. REVIVE THE OLD PARENT-STAFF TALENT SHOW.

66. USE CROSS-AGE TUTORING.

67. BUILD AN AWARENESS OF TRENDS AND PLANS OF OTHER DEPARTMENTS WITHIN YOUR SCHOOL.

68. ENCOURAGE STAFF PHONE CALLS TO ABSENT STUDENTS.

69. ORGANIZE AN ALL-SCHOOL BRAINSTORMING DAY TO GET SEVERAL HUNDRED WORKABLE COMMUNICATIONS IDEAS - IDEAS UNIQUELY APPROPRIATE TO YOUR SCHOOL.

70. RECOGNIZE IDEAS AND SUGGESTIONS CONTRIBUTED BY STAFF MEMBERS.

71. BE SURE THE INSTRUCTIONAL PROGRAM GETS FAIR BILLING AT SCHOOL BOARD MEETINGS.

72. INVITE THE PEOPLE IN ACCOUNTING AND PURCHASING TO VISIT CLASSROOMS SO THEY CAN SEE THE RESULTS OF THEIR WORK.

73. TRY TEACHER PHONE CALLS TO PARENTS TO INVITE THEM TO BACK-TO-SCHOOL NIGHTS.

74. GET A POLAROID CAMERA AND USE IT TO TAKE PICTURES OF ALL SUBSTITUTE STAFF MEMBERS SERVING YOUR SCHOOL. POST THE PICTURES EACH DAY -- TELL WHO THE SUBS ARE, WHO THEY'RE FOR, AND ENCOURAGE A WARM WELCOME.

75. HAVE TOOTH ENVELOPES FOR SENDING HOME THE TEETH THAT FINALLY COME OUT AT SCHOOL - WITH A NOTE FROM THE TEACHER. THESE ARE TENDER MOMENTS PARENTS DON'T WANT TO MISS.

76. TAKE A GOOD LOOK AT YOUR MESSAGES FOR PTA NEWSLETTERS. USE THEM TO SHARE YOUR THOUGHTS ABOUT EDUCATION, YOUR CONCERNS, YOUR SUGGESTIONS, YOUR COMMENDATIONS. DEMONSTRATE YOUR LEADERSHIP AND YOUR ABILITY TO THINK.

77. ORGANIZE SOCIAL OPPORTUNITIES FOR STAFF MEMBERS. (HOST AT LEAST ONE SUCH EVENT EACH YEAR YOURSELF.)

78. PLAN SPECIAL THINGS TO MAKE NEW TEACHERS FEEL LESS NEW. ASSIGN THEM A 'BUDDY'...GIVE THEM ONE OF LAST YEAR'S YEARBOOKS FOR A MONTH OR SO...PUT UP A BULLETIN BOARD IN THE STAFF ROOM WITH THEIR PICTURES, NAMES AND SUBJECT AREAS.

79. GIVE ARTICULATION A TRY WITH YOUR COLLEAGUES - ESPECIALLY THE STAFF OF YOUR FEEDER SCHOOLS OR THE SCHOOLS YOU FEED. YOU ARE NOT AT YOUR BEST WHEN YOU ARE OPERATING IN ISOLATION.

80. SEND COPIES OF YOUR SCHOOL NEWSPAPERS AND HONOR ROLLS TO OTHER SCHOOLS.

81. FOLLOW-UP ON PROBLEMS AND RESOLVE COMPLAINTS - NO MATTER HOW SMALL OR INSIGNIFICANT THEY MAY SEEM. LITTLE THINGS HAVE A WAY OF BUILDING INTO BIG THINGS.

82. HAVE A MONTHLY 'THINK TANK' SESSION FOR STAFF MEMBERS WHO ARE INTERESTED IN ATTACKING PROBLEMS AND FINDING ALTERNATIVES.

83. VISIT OTHER CLASSROOMS, ASK QUESTIONS AND LEARN NEW TECHNIQUES.

84. PROVIDE OPPORTUNITIES FOR STAFF MEMBERS TO SHARE INFORMATION PICKED UP AT WORKSHOPS AND CONFERENCES.

85. HAVE A 'FAMILY DAY' AT YOUR SCHOOL--DURING AN EVENING OR ON A WEEKEND--WHEN STAFF MEMBERS CAN BRING THEIR FAMILIES TO SEE WHERE THEY WORK, WITH WHOM, ETC.

86. PLAN VISITS TO THE PRINCIPAL'S OFFICE THAT ARE FUN AND INFORMATIVE. LET THE SECRETARY EXPLAIN WHAT SHE DOES, WHAT THE PROCEDURES ARE, AND THE SERVICES THE OFFICE PROVIDES. IF STUDENTS WANT TO SIT AT THE PRINCIPAL'S DESK, LET THEM. (WATCH HOW MANY WILL PUT THEIR FEET UP ON THE DESK.)

87. HAVE STUDENT TOUR LEADERS, STUDENT HOSTS AND HOSTESSES FOR VISITORS TO YOUR SCHOOL. THERE'S NOTHING MORE INFECTIOUS THAN STUDENT PRIDE

88. IF YOU HAVE PROFESSIONAL PUBLIC RELATIONS PEOPLE AMONG THE PARENTS IN YOUR SCHOOL, SET UP A PR ADVISORY COMMITTEE. THEY'LL COME UP WITH SUGGESTIONS AND AIDS YOU NEVER DREAMED POSSIBLE. (AND, THEY'LL BE PLEASED WITH YOUR RECOGNITION OF THEIR TALENT.)

89. WHEN STUDENT WORK IS ON DISPLAY SOMEWHERE IN YOUR BUILDING, SEND A NOTE TO EACH STUDENT'S PARENTS INVITING THEM TO DROP BY TO SEE IT.

90. INCLUDE BUS DRIVERS AS ONE OF YOUR PRIORITY AUDIENCES. INVITE THEM TO STAFF MEETINGS. LET THEM KNOW HOW IMPORTANT THEY ARE TO YOUR SCHOOL.

91. HAVE AN 'ALUMNI DAY' FOR FORMER STUDENTS.

92. HAVE A MAP OF YOUR SCHOOL CAMPUS WITH 'YOU ARE HERE' MARKS.

93. IF YOU HAVE ACCESS TO A CAMPER OR VAN...GO OUT INTO YOUR ATTENDANCE AREA, PARK IN CUL-DE-SACS AND WELCOME PARENTS AND OTHER CITIZENS FOR A CUP OF COFFEE AND A VISIT.

94. HAVE A 'KID'S PAGE' IN ANY KIND OF NEWSLETTER YOU SEND OUT. IT INCREASES READERSHIP AND INSURES DELIVERY.

95. SHOW OFF YOUR GOOD PEOPLE AND GOOD PROGRAMS.

96. USE THE PRINCIPLE OF THE DISINTERESTED THIRD PARTY--THE TESTIMONIAL--IN TELLING ABOUT NEW PRACTICES AND PROGRAMS.

97. GIVE STUDENTS OPPORTUNITIES FOR MEANINGFUL INVOLVEMENT. DON'T LET THEIR LEADERSHIP OPPORTUNITIES BECOME TOKENISTIC.

98. IF YOU REALLY MEAN IT WHEN YOU TELL STUDENTS, 'THIS IS YOUR SCHOOL,' GIVE THEM OPPORTUNITIES TO BRING A VISITOR ON CAMPUS WITHOUT TOO MUCH RED TAPE.

99. TRY 'LET'S TALK IT OVER' SESSIONS WITH YOUR PTA ROOM MOTHERS. MAKE THE GET TOGETHERS UNSTRUCTURED AND OPEN TO ANY AND ALL SUBJECTS.

100. MOVE STAFF MEETINGS AROUND THE SCHOOL. HAVE EACH IN A DIFFERENT LOCATION. AND, EVEN IF IT COSTS A DOLLAR OR TWO EACH TIME, HAVE SOMETHING TASTY TO EAT OR DRINK.

101. TRY USING THE TELEPHONE FOR FOLLOW-UP CALLS TO SUBSTITUTES.

102. TAKE A STUDENT HOME TO DINNER. (ASK THE PARENTS FIRST.)

103. TELL PARENTS WHEN YOU'RE AVAILABLE FOR CALLS...AND ENCOURAGE THEM TO CALL WITH ANY QUESTION.

104. CALL STUDENTS WHO ARE ENTERING A NEW SCHOOL OR A NEW GRADE...BEFORE SCHOOL STARTS. (THE IDEA IS ESPECIALLY EFFECTIVE WITH FIRST GRADERS.)

105. PUT ASIDE PART OF YOUR STAFF BULLETIN BOARD FOR 'GOOD GOSSIP.'

106. TELL PARENTS HOW TO SPEND TIME WITH THEIR CHILDREN DURING THE SUMMER. GIVE THEM A LIST OF COMMUNITY RESOURCES, PLACES TO VISIT, ETC.

107. HELP A PARENT TUTOR HIS CHILDREN.

108. THINK ABOUT YOUR PARENT-TEACHER CONFERENCES. ASK YOURSELF, 'IF I WERE A PARENT WOULD I WANT TO KNOW WHAT I'M TELLING?' 'WOULD I FEEL COMFORTABLE HERE?'

109. INSTALL A COFFEE CUP RACK FOR PARENTS IN THE STAFF LOUNGE. IT'S A GOOD WAY TO KEEP THE WELCOME MAT OUT FOR THOSE WHO ARE ALWAYS HELPING.

110. LET THE PERSON WHO'S BEEN RESPONSIBLE FOR A PROGRAM OR ACTIVITY GET THE CREDIT HE DESERVES--LET HIM MAKE THE REPORT TO THE BOARD OF EDUCATION.

111. MOVE BOARD OF EDUCATION MEETINGS AROUND THE DISTRICT. GIVE THE HOST SCHOOL STAFF A CHANCE TO TELL WHAT THEY'RE DOING.

112. HAVE 'RUG MEETINGS' WITH YOUNGER STUDENTS. GET DOWN TO THEIR PHYSICAL LEVEL AND RAP.

113. HELP YOUR SCHOOL PUBLISH A NEIGHBORHOOD MAP--ONE THAT SHOWS MORE THAN THE LOCATION OF THE SCHOOL. GREAT FOR NEW RESIDENTS, EVEN BETTER AS A TEACHING TOOL.

114. HAVE AN ALUMNI DAY--A TIME FOR JUNIOR HIGH STUDENTS TO RETURN TO THEIR ELEMENTARY SCHOOL AND TELL WHAT IT'S REALLY LIKE 'UP THERE.' (THE IDEA WORKS WELL WITH SENIOR HIGH SCHOOL STUDENTS TOO.)

115. SHOW THE BOARD OF EDUCATION THE OUTFITS THEY'RE BEEN BUYING. HAVE A MINI FASHION SHOW BEFORE THE BOARD MEETING. SHOW PEOPLE PHYS ED OUTFITS, VARSITY UNIFORMS, ETC.

116. SCHEDULE A PARENT-TEACHER CONFERENCE IN A STUDENT'S HOME. (IT'LL HELP YOU SEE WHAT IT'S LIKE FOR SOME PARENTS TO COME TO SCHOOL.)

117. LET THE STUDENTS IN YOUR ROOM COOK AN EVENING MEAL FOR THEIR PARENTS. WHILE THEY'RE EATING, LET THE KIDS TELL WHAT THEY'RE LEARNING.

118. SET UP A BUDDY SYSTEM FOR NEW STUDENTS, NEW STAFF MEMBERS.

119. TAKE YOUR SCHOOL CHOIR/BAND TO A CONVALESCENT HOME OR THE PARK OR THE MALL OR DOWNTOWN.

120. THINK ABOUT COMMUNICATION--FIVE MINUTES A DAY.

The Ten Best

NOW THINK ABOUT THE IDEAS YOU GENERATED DURING BRAINSTORMING AND THE IDEAS ON THE PRECEDING PAGES. CONSIDER ALL THESE IDEAS AND PICK THE TEN YOU LIKE BEST. WRITE THEM BELOW.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

The Five Best

GO BACK TO THE PRECEDING PAGE. CROSS OUT THE FIVE ACTIVITIES THAT WOULD BE MOST DIFFICULT TO DO. WHY YOU CROSS OUT AN ACTIVITY DOESN'T MATTER.

LIST THE FIVE REMAINING ACTIVITIES BELOW. RANK THEM ACCORDING TO YOUR PREFERENCE; I.E., LIST YOUR FAVORITE ACTIVITY FIRST, YOUR SECOND FAVORITY ACTIVITY SECOND, ETC.

	STAFF	STUDENTS	PARENTS	BUSINESSMEN	NON-PARENTS			
1. _____								
2. _____								
3. _____								
4. _____								
5. _____								

NOW, AS A MATTER OF PERSONAL INFORMATION, LET'S SEE WHICH PUBLICS EACH ACTIVITY WILL AFFECT. PUT AN X IN THE BOX OF THE TWO PUBLICS MOST AFFECTED BY EACH ACTIVITY. (IF THE PUBLIC AFFECTED OR INVOLVED IS ONE OF YOUR PRIORITY PUBLICS, BLACKEN THE BOX.)

THE Best

PICK THE ACTIVITY FROM THE PRECEDING PAGE THAT YOU LIKE BEST. WRITE IT HERE...

_____

Time Required

HOW MUCH TIME WILL IT TAKE TO DO THIS ACTIVITY? (ESTIMATE THE AMOUNT OF TIME THE ACTIVITY PER-SE WILL REQUIRE.)

_____MINUTES

When Should I Start

MONDAY. LOOK AT THE AMOUNT OF TIME REQUIRED, AND SCHEDULE THE ACTIVITY FOR NEXT MONDAY.

I WILL START THIS ACTIVITY AT _____O'CLOCK NEXT MONDAY.

Keeping Track

IF YOUR ACTIVITY TAKES FIVE MINUTES OR LESS, DO IT ALL MONDAY.

IF THE ACTIVITY WILL TAKE LONGER THAN FIVE MINUTES, DO IT ALL ON MONDAY ANYWAY...BUT GIVE YOURSELF CREDIT.

FOR EXAMPLE, IF THE ACTIVITY TAKES 15 MINUTES, DO IT ALL MONDAY. BUT GIVE YOURSELF FIVE MINUTES CREDIT FOR TUESDAY AND WEDNESDAY...AND DON'T DO ANYTHING THOSE TWO DAYS. START A NEW ACTIVITY FROM YOUR 'FIVE BEST' LIST ON THURSDAY (OR REPEAT THE FIRST ACTIVITY).

The Advanced Five Minute A Day PR Plan

USE YOUR PRIORITY ACTIVITIES TO FILL IN THE FOUR-WEEK CALENDAR ON THE NEXT PAGE. PLAN THE FIRST ACTIVITY FOR NEXT MONDAY.

MAKE SURE THE TOTAL NUMBER OF MINUTES FOR THE MONTH (20 WORKING DAYS) DOES NOT EXCEED 100 MINUTES (5 MINUTES EACH DAY FOR 20 DAYS).

YOU CAN REPEAT ONE ACTIVITY ALL MONTH...OR YOU CAN USE NEW ACTIVITIES EACH DAY...OR YOU CAN DO ACTIVITIES THAT TAKE MORE THAN FIVE MINUTES AND SPREAD THEM OUT OR BANK THEM IN FUTURE DAYS.

The Advanced Five Minute a Day PR Planner

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
					MINUTES
					MINUTES
					MINUTES
					MINUTES

USE THIS FORM TO PLAN YOUR PR ACTIVITIES FOR THE MONTH. WRITE AN ACTIVITY OR THE WORD 'CREDIT' IN EACH BOX. NOTE THE NUMBER OF MINUTES REQUIRED TO DO THE ACTIVITY (OR THE AMOUNT OF CREDIT) IN THE LOWER RIGHT CORNER OF EACH BOX. TOTAL YOUR TIME AT THE END OF EACH WEEK AND AT THE END OF THE MONTH.

TOTAL MINUTES

The "Keep Me Committed" Five Minute a Day PR Plan

THIS PROGRAM IS ESSENTIALLY THE SAME AS THE ADVANCED FIVE-MINUTE-A-DAY PR PLAN...EXCEPT YOU GIVE A COPY OF YOUR PLAN TO A COLLEAGUE.

GIVE YOURSELF FIVE MINUTES CREDIT FOR TAKING THE INITIATIVE... AND TEN MINUTES CREDIT IF YOU AGREE TO DO A PR ACTIVITY TOGETHER.

TAKE TEN MINUTES AT THE END OF THE MONTH TO TALK OVER WHAT WENT RIGHT, WHAT OUGHT TO BE IMPROVED AND WHAT OUGHT TO BE ELIMINATED. (GIVE YOURSELF AN EVALUATION CREDIT OF 10 MINUTES.)

When All Is Said and Done

WHEN ALL IS SAID AND DONE, YOU'LL FIND THE CHANGES YOU'VE MADE--AND EVEN THE THINKING YOU'VE DONE--WILL MAKE YOU MORE EFFECTIVE.

AND YOU'LL FIND THAT EVEN FIVE-MINUTES-A-DAY WILL MAKE A DIFFERENCE. THE RESEARCH IS VERY CLEAR THAT EDUCATORS WHO ARE PUBLIC RELATIONS CONSCIOUS ARE MORE EFFECTIVE IN WHAT THEY DO AND ENJOY THEIR WORK MORE.

THAT MAKES SENSE...BECAUSE WHEN THE PUBLIC UNDERSTANDS WHAT YOU ARE DOING AND SENSES THAT YOU CARE, THEY OFFER SUPPORT.

The Brainstorm Briefing For Can-Do Thinkers

generating ideas through brainstorming

IF YOU REFUSE TO SUCCUMB TO THE PREVAILING MOOD OF CALAMITY THAT SEEMS TO BE PARALYZING FAR TOO MANY SCHOOLS AND SCHOOL DISTRICTS TODAY...IF YOU ARE NOT CONTENT TO MUDDLE ALONG IN A RUT OF AMIABLE MEDIOCRITY...AND IF YOU'VE ALWAYS KNOWN -- DEEP DOWN INSIDE -- THAT SOMEWHERE, SOMEHOW THERE IS A WAY TO REGAIN THE CONFIDENCE PEOPLE USED TO HAVE IN THEIR SCHOOLS, THIS IS YOUR LUCKY DAY. YOU ARE ABOUT TO BECOME A BRAINSTORMER!

BRAINSTORMING IS SPECIAL BECAUSE IT TAKES ADVANTAGE OF EVERYONE'S THINKING AND MAKES IT POSSIBLE FOR YOU TO LOOK AT LOTS OF WAYS IN WHICH YOU OR EVERYONE IN YOUR SCHOOL OR YOUR DISTRICT CAN IMPROVE COMMUNICATIONS WITH STAFF, WITH PARENTS, WITH STUDENTS, AND WITH THE COMMUNITY AT LARGE. WHAT ARE THE PROBLEMS? WHAT ARE SOME POSSIBLE IMMEDIATE SOLUTIONS? WHAT MEANS CAN YOU TAKE TO ARRIVE AT EVENTUAL SOLUTIONS?

IT IS IMPORTANT TO REMEMBER THAT BRAINSTORMING DEVOTES ITSELF SOLELY TO CREATIVE THINKING. IT IS A SUPPLEMENT TO INDIVIDUAL CREATIVE THINKING, NOT A SUBSTITUTE. FOR SHEER NUMBERS OF IDEAS, IT IS AN EXCELLENT TECHNIQUE...WHEN USED PROPERLY.

GET A GROUP TOGETHER -- PREFERABLY A GROUP THAT REPRESENTS EITHER ALL KINDS OF TEACHERS OR ALL KINDS OF STAFF MEMBERS. MIX IN SUPPORT STAFF, SOME PARENTS AND STUDENTS. IT'S THE WAY TO GO FOR GROUPS OF FROM 5 TO 50 TO 100 OR MORE.

WHAT WILL YOU GET FOR ALL YOUR TIME AND EFFORT? OUR EXPERIENCES WITH GROUP BRAINSTORMING ALLOW US TO MAKE THESE ESTIMATES:

-- A GROUP OF 12-25, ENGAGING IN BRAINSTORMING FOR 15 MINUTES, WILL GENERATE AT LEAST 150 DIFFERENT IDEAS.

-- A GROUP OF 30-60, IN 15 MINUTES, WILL GENERATE AT LEAST 250 DIFFERENT IDEAS.

-- A GROUP OF 300, BRAINSTORMING FOR 15 MINUTES WILL GENERATE OVER 1,000 DIFFERENT IDEAS.

AND, BEST OF ALL, THEY'LL HAVE FUN COMING UP WITH IDEAS FOR PROGRAMS, ACTIVITIES AND EVENTS THAT ARE UNIQUE TO YOUR SCHOOL OR YOUR SCHOOL DISTRICT -- DESIGNED EXCLUSIVELY TO FIT YOUR NEEDS AND YOUR CONCERNS. THERE'S A BONUS IN STORE, TOO, FOR ALMOST EVERYONE WHO PARTICIPATES WILL FEEL SOME DEGREE OF COMMITMENT TO SEEING THAT THE IDEAS BECOME REALITY.

TO BE BLUNTLY HONEST WITH YOU, WE'VE CONDUCTED HUNDREDS OF BRAINSTORMING SESSIONS FOR GROUPS OF TEACHERS, ADMINISTRATORS, BOARD MEMBERS, STUDENTS, PTA LEADERS, CITIZENS COMMITTEES -- AND IT'S WORKED EVERY TIME.

YOU'RE CONVINCED? GOOD!

making it happen

-- IDENTIFY WHAT IS TO BE BRAINSTORMED AND HAVE IT CLEARLY STATED. FOR EXAMPLE, 'HOW CAN WE, (AS CLASSROOM TEACHERS AT _____ SCHOOL) DO A BETTER JOB OF COMMUNICATING WITH EACH OTHER? THE PROBLEM TO BE BRAINSTORMED MUST BE SPECIFIC -- NARROWED DOWN SO YOU CAN ATTACK A SINGLE TARGET. THE SUBJECT MUST BE FAMILIAR, SIMPLE AND TALKABLE.

-- NAME AND INVITE THE PEOPLE YOU WISH TO INCLUDE. (YOU'LL BE MORE EFFECTIVE IF YOUR GROUP IS REPRESENTATIVE OF THE PEOPLE IN YOUR SCHOOL OR DISTRICT AND INCLUDES BOTH CHIEFS AND INDIANS.)

-- ASSIGN PEOPLE TO TABLES. ROUND TABLES ARE BEST WITH AT LEAST SIX PEOPLE BUT NOT MORE THAN TEN AT EACH. BE SURE EACH TABLE IS REPRESENTATIVE OF THE KINDS OF PEOPLE YOU'RE INCLUDING...SOMEONE FROM EACH GRADE LEVEL OR DEPARTMENT OR RESPONSIBILITY AREA.

-- HAVE PAPER AND PENCILS AT EACH TABLE SO EACH GROUP CAN RECORD THE IDEAS GENERATED.

-- DUPLICATE AND SEND OUT THE BASIC RULES FOR BRAINSTORMING AHEAD OF TIME SO PARTICIPANTS CAN FAMILIARIZE THEMSELVES WITH THE PROCESS. (THIS IS MORE IMPORTANT IF YOUR GROUP IS LARGE. IF YOUR GROUP NUMBERS 50 OR UNDER, YOU CAN WAIT UNTIL PEOPLE GATHER BEFORE GOING OVER THE RULES.)

PUT THE RULES ON A CHALKBOARD OR UP AS A POSTER-- LARGE ENOUGH AND POSITIONED PROMINENTLY ENOUGH FOR EVERYONE TO SEE AND READ AND BE REMINDED.

1. CRITICISM IS RULED OUT. ADVERSE JUDGMENT OF IDEAS MUST BE WITHHELD UNTIL A LATER TIME. ALLOWING YOURSELF TO BE CRITICAL AT THE SAME TIME YOU ARE BEING CREATIVE IS LIKE TRYING TO GET STEAM AND COLD WATER FROM THE SAME FAUCET AT THE SAME TIME. IDEAS WON'T BE HOT ENOUGH. CRITICISM WON'T BE COLD ENOUGH. RESULTS WILL BE LUKEWARM.

2. 'FREE-WHEELING' IS WELCOMED. THE WILDER THE IDEA, THE BETTER. IT'S EASIER TO TAME DOWN THAN TO THINK UP.

3. QUANTITY IS WANTED. THE GREATER THE NUMBER OF IDEAS, THE MORE LIKELIHOOD OF USEFUL IDEAS. IT'S EASIER TO PARE DOWN A LONG LIST THAN TO BEEF UP A SHORT ONE.

4. COMBINATION AND IMPROVEMENT ARE SOUGHT. IN ADDITION TO CONTRIBUTING IDEAS OF THEIR OWN, PARTICIPANTS SHOULD SUGGEST HOW IDEAS OF OTHERS CAN BE TURNED INTO BETTER IDEAS, OR HOW TWO OR MORE IDEAS CAN BE JOINED INTO STILL ANOTHER IDEA.

-- PLAN TO HAVE COFFEE OR SOFT DRINKS HANDY SO PEOPLE CAN KEEP THEIR CUPS FILLED AND BE MORE RELAXED AND INFORMAL AT THE TABLES.

-- EACH TABLE NEEDS TO HAVE A LEADER -- AND A RECORDER. IF YOUR GROUP IS 50 OR MORE, YOU MAY WANT TO IDENTIFY YOUR TABLE LEADERS AND RECORDERS AHEAD OF TIME AND GIVE THEM SOME TIPS* ON HOW TO DO THEIR JOBS. (IF YOU HAVE FEWER THAN 50 PARTICIPANTS, IT WORKS JUST AS WELL TO WAIT UNTIL EVERYONE IS PRESENT -- SEATED AT THEIR ASSIGNED TABLES. ASK EACH GROUP TO IDENTIFY THE PERSON AT THEIR TABLE WITH THE QUALITIES NORMALLY ATTRIBUTED TO LEADERS. WHO WOULD TURN DOWN SUCH RECOGNITION? NOW YOU HAVE YOUR LEADERS. THE RECORDERS THEN ARE THE PEOPLE WHO NOMINATED EACH OF THE LEADERS.)

BELIEVE IT OR NOT, YOU'RE READY!

getting it together

IT'S TIME TO PRIME THE PUMP OF CREATIVE THOUGHT.

SET THE SCENE...USE THE LATEST PRONOUNCEMENTS FROM THE POLLSTERS TO SHOW HOW LITTLE PEOPLE REALLY KNOW AND HOW MUCH THEY'D LIKE TO KNOW. GET EVERYONE TO FACE THE FACT THAT PUBLIC SCHOOL PEOPLE ARE KNEE-DEEP IN A CRISIS OF PUBLIC CONFIDENCE. REMIND THEM THAT THE SITUATION IS NOT HOPELESS BECAUSE THAT GREAT BIG BEAUTIFUL PUBLIC DOES WANT TO KNOW,

*SEE PAGE 38

DOES WANT TO BE REASSURED THAT 2+2 STILL = 4...WITHOUT A LOT OF RHETORICAL QUALIFICATIONS. POINT OUT THAT WE CAN'T COUNT ON ANYONE ELSE TO DO THE JOB FOR US, THAT IMPROVING CONFIDENCE IS A JOB WE MUST FACE UP TO AND TAKE ON, THAT THE ONLY WAY WE'LL EVER DO IT IS TOGETHER--POOLING IDEAS AND TACTICS AND STRATEGIES TO COME UP WITH THE BEST WAYS FOR US, OUR SCHOOL, OUR DISTRICT.

GIVE THEM A BOTTOM-LINE REMINDER THAT BRAINSTORMING IS CREATIVE THINKING. REVIEW THE RULES. GIVE THEM A QUOTA. (FOR EXAMPLE, 'IN THE NEXT 10 TO 12 MINUTES, EACH GROUP SHOULD COME UP WITH AT LEAST 25 IDEAS.')

NOW WARM UP YOUR BRAINSTORMERS. GIVE THEM SOMETHING TO PRACTICE ON, TOTALLY UNRELATED TO WHAT THEY WILL ACTUALLY BE BRAINSTORMING...SOMETHING LIKE, 'I HAVE TEN TRUCKLOADS OF USED--REALLY USED!--TIRES. IN THE NEXT 60 SECONDS, IF YOU CAN GIVE ME ENOUGH GOOD IDEAS ON HOW YOU COULD USE THEM, I'LL GIVE THEM TO YOU--FREE.' USE THE TOTAL GROUP AND SKIP AROUND THE ROOM GETTING IDEAS. IN THAT MINUTE, YOU SHOULD GENERATE A COUPLE OF DOZEN IDEAS, AND YOUR GROUP WILL HAVE CAUGHT THE 'HOW TO' OF BRAINSTORMING.

YOU'RE READY NOW TO ADDRESS THE FIRST PROBLEM TO BE BRAINSTORMED. TELL PARTICIPANTS HOW LONG THEY'LL HAVE TO BRAINSTORM - AND LET THEM GO.

A COUPLE OF MINUTES BEFORE TIME IS UP, WARN THEM. REMIND THEM AGAIN WHEN THERE IS JUST ONE MINUTE LEFT - AND CALL TIME.

IT SOMETIMES HELPS STIMULATE QUANTITY IF YOU TAKE A QUICK RUN AROUND THE ROOM (FIGURATIVELY SPEAKING) TO ASK: 'HOW MANY IDEAS DID YOUR GROUP COME UP WITH?' ONE TABLE WILL ALWAYS HAVE QUITE A FEW MORE, THE ANNOUNCEMENT OF WHICH IS USUALLY GREETED WITH APPROPRIATE CHEERS AND BOOS. IT HELPS THE INFORMALITY AND INTRODUCES A HEALTHY ELEMENT OF 'WE CAN DO BETTER THAN THEY DID' WHICH IS JUST WHAT YOU WANT. YOUR GOAL IS QUANTITY.

SET THEM OFF AGAIN WITH ANOTHER PUBLIC FOR ANOTHER 10-15 MINUTES.

AFTER YOU HAVE BRAINSTORMED THE AREAS YOU TARGETED... HOW TO IMPROVE COMMUNICATIONS WITH STAFF, WITH PARENTS, WITH STUDENTS, TO AND FROM THE CENTRAL OFFICE AND THE BOARD, WITH THE COMMUNITY, WITH EACH OTHER, FROM SCHOOL TO SCHOOL, ETC.--TAKE YOUR PICK...LET THEM GET ANOTHER CUP OF COFFEE...AND IT'S ON TO PHASE TWO.

AS AN OPTIONAL ACTIVITY, HAVE EACH GROUP IDENTIFY ITS THREE BEST IDEAS. THIS WILL TAKE ABOUT 5-10 MINUTES. AT THIS POINT YOU CAN GO ONE OF TWO ROUTES: YOU CAN HAVE THEM WRITE THEIR THREE BEST IDEAS INTO 100 WORD PARAGRAPHS AND REPORT, OR YOU CAN SIMPLY HAVE THEM REPORT ORALLY TO THE REST OF THE GROUPS. THIS PHASE IS CALLED 'PUTTING THE RIBBON ON THE PACKAGE.'

DON'T RELAX TOO MUCH JUST YET, FOR THE JOB ISN'T QUITE OVER.

COLLECT FROM EACH TABLE ALL THE IDEAS GENERATED, WITH THE BEST ONES STARRED.

THANK PARTICIPANTS FOR SO GENEROUSLY SHARING THEIR CREATIVITY WITH ONE ANOTHER AND PROMISE THAT WITHIN THE WEEK YOU'LL HAVE A COMPILATION OF ALL THE IDEAS (WITH DUPLICATIONS EDITED OUT AND MISSPELLED WORDS CORRECTED) TO EACH ONE OF THEM.

IN OUR SESSIONS, WE MAKE THESE PROMISES TO THE INDIVIDUAL PARTICIPANTS: 'IF YOU PUT TWO IDEAS TO WORK, YOU'LL ADD ZEST TO YOUR JOB. IF YOU TRY HALF A DOZEN, YOU WILL REALLY PEP UP YOUR ASSIGNMENT. IF YOU SELECT A DOZEN OR MORE, YOU WILL BE SO FULLY-FUNCTIONING THAT EVERYONE WILL WANT TO BE ON YOUR TEAM.'

READY?

SET?

GO!

Ten Tips For Table Leaders

1. KEEP THE BRAINSTORMING SESSION INFORMAL.
2. EXPLAIN, IN YOUR OWN WORDS, THE GUIDELINES FOR BRAINSTORMING. LET YOUR TEAM KNOW THAT NO IDEA IS WORTHLESS.
3. IF SOMEONE PERSISTS IN BEING A CRITIC OF IDEAS, IT IS UP TO YOU TO WARN HIM AND STOP HIM. 'THINK UP OR SHUT UP.'
4. KEEP A SPIRIT OF ENCOURAGEMENT GOING. BE ENTHUSIASTIC ABOUT THIS CHANCE TO BE CREATIVE AND LET THAT ENTHUSIASM SHOW. IT'S CONTAGIOUS.
5. LET YOUR BRAINSTORMING TEAM FEEL THEY ARE PLAYING A GAME. TRY HARD, BUT WITH A RELAXED FRAME OF MIND.
6. REMEMBER THAT THE AIM OF BRAINSTORMING IS TO PILE UP A <u>QUANTITY</u> OF IDEAS - BETTER WAYS.
7. BE PREPARED TO THROW OUT SOME IDEAS OF YOUR OWN, SOME OF THEM IN THE 'WILD' CATEGORY TO STIMULATE OTHER IDEAS ('PRIME' THE JOINT FLOW OF IDEAS).
8. ENCOURAGE 'PIGGYBACKS,' THE IDEAS THAT ARE DIRECTLY SPARKED BY A PREVIOUS IDEA.
9. KEEP IDEAS FLOWING. INVOLVE EVERYONE.
10. GRAB IDEAS AS THEY ARE OFFERED AND HELP GET THEM INTO FORM.

OUTSIDE INSIGHT.

THAT'S THE SYNERGY GROUP
IN TWO WORDS.

WE'RE CONSULTANTS SPECIALIZED
IN PUBLIC RELATIONS, OPINION
RESEARCH, ELECTION PLANNING,
STAFF DEVELOPMENT AND COMPUTER
COMMUNICATION SYSTEMS.

THROUGH WORKSHOPS, SEMINARS
AND CONSULTANT SERVICES, WE
HELP EDUCATORS OVERCOME PROBLEMS
AND SEIZE OPPORTUNITIES.

THE SYNERGY GROUP-- OUTSIDE
INSIGHT FROM CONSULTANT OFFICES
IN MICHIGAN, CALIFORNIA AND
COLORADO.

THE SYNERGY GROUP
CONSULTANTS TO EDUCATION
53938 SUNDERLAND UTICA, MICHIGAN 48087